

Tech Corner

Tracking Challenging Behaviors

Many behavioral issues, such as biting, can be difficult to predict. However, by tracking the events leading up to behavioral issues, patterns often start to emerge. The more staff understand what caused the behavior, the easier it becomes to predict and prevent future incidents.

There are many different methods for tracking. Some staff members find a simple notebook the easiest way to record observations. Others may be more inclined to use technology. There are many apps and programs available for keeping notes using a smart phone or tablet. Often the tablet or smart phone is always available, while a notebook and pen might be left in a location where it's not easy to access. The key is to find a system that works for your program and stick to it.

When tracking the events surrounding challenging behaviors, it is important to be factual and objective. Once the child has calmed down, take a minute and reflect on what happened leading up to the event. Ask yourself questions such as, was the behavior a result of a transition? Was the child tired or hungry? Do the children have enough time to play? Did the child want an item another child had? As patterns emerge, staff will be better able to adjust and predict challenging behaviors. Then simple changes to the environment can be made. By simply moving naptime up by 30 minutes or adding an additional play space, staff can begin to prevent and minimize challenging behaviors.

When tracking the events leading up to challenging behaviors, it is important to always make sure the information is kept confidential. The information should only be shared with the child care staff members working with the child and the child's parents/guardians. As a team, staff members and parents can help create a nurturing environment that meets the needs of each child.



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Central Office Corner

Steps for completing the online renewal application for both homes and centers.

Please Note: The system does not recognize home child care providers (DF/DG) with (F)EIN numbers. If you are a home child care provider with a (F)EIN number, you will have to complete a paper application and submit a check or money order.

Please follow the steps below to complete your online renewal application:

MiLogin renewal instructions:

- Click the link on the CCLB website or Go to <https://milogintp.michigan.gov> & log into MiLogin for Third Parties.
- Once you've logged in, you will click on "Apply or Renew Adult Foster Care & Child Care Licenses."
- On the next screen "Apply for a License," you will go down to the bottom & click on "show" which will list all our applications.
- Go down to "Child Care Licenses," find the appropriate appropriate license type (Family, Group, or Center) & click "renew."
- On the next screen, it will say "Welcome" & list your fee.
- Click "continue."

- On the next screen, enter your facility license number & your social security number or federal ID number, then click "save & continue".

- **Remember to save the document as a PDF, print it & then pay your fee.** Once you pay your fee, you will not be able to go back to this website to print.

If you receive a message about paying at shopping cart, there is no shopping cart.

If you are having difficulties processing your application and/or fee, please contact the MiLogin help desk:

General help: 1-877-932-6424 option 5

Computer assistance: 1-800-968-2644

For general information about child care licensing please contact the CCLB main number at 517-284-9730. The fax number is 517-284-9709.

CCLB does not have access to the MiLogin system to assist with technical difficulties



Highlighted Rule of the Month - Discipline

Child Care Centers

R 400.8140 Discipline.

R 400.8140(1)

Discipline.

(1) Positive methods of discipline that encourage self-control, self-direction, self-esteem, and cooperation must be used.

R 400.8140(2)

Discipline.

(2) All of the following means of punishment are prohibited:

(a) Hitting, spanking, shaking, biting, pinching, or inflicting

other forms of corporal punishment.

(b) Placing any substances in a child's mouth, including

but not limited to, soap, hot sauce, or

vinegar.

(c) Restricting a child's movement by binding or tying him

or her.

(d) Inflicting mental or emotional punishment, such as

humiliating, shaming, or threatening a child.

(e) Depriving a child of meals, snacks, rest, or necessary

toilet use.

(f) Excluding a child from outdoor play or other gross

motor activities.

(g) Excluding a child from daily learning experiences.

(h) Confining a child in an enclosed area, such as a

closet, locked room, box, or similar

enclosure.

(i) Time out must not be used for children under 3 years of

age.

R 400.8140(3)

Discipline.

(3) Non-severe and developmentally appropriate discipline or restraint may be used when reasonably necessary, based on a child's development, to prevent a child from harming himself or herself or to prevent a child from harming other persons or property, excluding those forms of punishment prohibited by subrule (2) of this rule.

R 400.8140(4)

Discipline.

(4) A written policy must be developed and implemented regarding the age appropriate, non-severe discipline of children. The policy must be provided to staff and parents.

CHILD CARE LICENSING UPDATES

The Child Care Licensing Bureau (CCLB) continues to process specialized variances for program directors and lead caregivers in effort to help meet the staffing shortages across the state. CCLB partnered with T.E.A.C.H and Michigan Reconnect to offer options for staff who need to continue their education to meet requirements in the administrative rules. There are scholarship opportunities available through the T.E.A.C.H. and Michigan Reconnect programs. For additional details about the variances, T.E.A.C.H. and Michigan Reconnect, please visit our website, [Child Care Licensing \(michigan.gov\)](https://www.michigan.gov/cclb), or contact your licensing consultant.

CCLB is also busy processing requests for an increase in capacity and the accompanying variance to allow a ratio increase for those home providers who meet the specific criteria stated in Public Act 116. To help streamline the process, CCLB developed a form for licensees to complete and submit to their consultant. Contact your licensing consultant or visit our website for more details!



Technical Assistance

Discipline is not punishment and not just getting a child to “mind;” discipline involves helping a child gain control over his or her own behavior and emotions. Positive discipline methods will help guide a child toward self-discipline and independence.

Positive methods of discipline include:

- Redirecting or distracting a child from the unacceptable activity to a constructive one.
- Planning ahead to prevent problems.
- Encouraging, teaching and modeling appropriate behavior.
- Setting consistent, clear rules.
- Talking to the child about the feelings he/she is having.
- Offering alternative solutions to the problem.
- Involving children in solving problems.
- Ensuring a relationship between the behavior and the discipline method.
- Tailoring the method of discipline to the individual child.
- Removing the child from the source of conflict.

Time-Out

Time-out should only be used to stop aggressive behavior or to allow angry or upset children to calm down. It is an opportunity for children to clear their minds and rejoin the group or activity in a more productive state. Use time-outs only as a last resort to help the child gain a better sense of self-control. When using time-out, caregiving staff must assure:

- Their expectations of the child's behavior are realistic.
- Consequences immediately follow the child's behavior.
- Children are not humiliated or made to feel threatened or afraid.
- The time-out does not last longer than it takes for the child to calm down.
- Children remain supervised at all times.

All caregiving staff are responsible and accountable for:

- Assuring that a child's movement is not restricted by the use of a harness or leash or other restraint device.
- Assuring that the strapping device on confining equipment, such as high chairs are used to stabilize the child in that type of chair and not used for punishment or discipline.
- Assuring that firm and consistent expectations are given that do not cause children to feel shame or humiliation.

Children cannot be excluded from outdoor play or participation in large gross motor activities as a behavioral consequence.

Examples of this include:

- Not allowing a child to go outside because of misbehavior during small group time.
- Excluding the child from the entire outdoor period for throwing sand.
- Excluding the child from gym activities for not eating their lunch. Children cannot be excluded from daily learning experiences. This does not include age-appropriate discipline techniques, such as:
 - Redirecting a child from the block area after throwing blocks.
 - Having a child participate in small group time in a way that benefits the child and doesn't disrupt the group, such as having the child sit a few feet away.
 - Using time out when appropriate as outlined in subrule (1) of this rule.

Note: The practices outlined in this subrule are prohibited regardless of parental permission. Any caregiver who questions or has concerns regarding a parental discipline request should contact their licensing consultant.

If it becomes necessary to restrain a child, for his or her own or other's protection, holding the child as gently as possible is acceptable. Children must not be physically restrained longer than necessary to control the situation. Examples of inappropriate restraint include, but are not limited to:

- Holding a child with undue physical force.
- Holding a child down on a sleep surface.
- Sitting on a child.
- Confining a child to high chair, swing, car seat, crib, etc.

The discipline policy must include:

- How caregivers will manage children's behavior by using positive methods of discipline and encouraging children to develop self-control as required by R 400.8140(1).
- Discipline methods that are appropriate for children of different ages and levels of understanding, based on the ages of children cared for at the center.

This policy can be added to the parent handbook and the staff handbook. The discipline policy must be reviewed and discussed at orientation for newly hired child care staff members and unsupervised volunteers.

Child Care Homes

R400.1913 Discipline; child handling.

- (1) A licensee shall develop and have on file a written policy regarding the discipline of children.
- (2) Developmentally appropriate positive methods of discipline that encourage self-control, self-direction, self-esteem, and cooperation must be used.
- (3) Personnel shall not do any of the following:
 - a) Hit, spank, shake, bite, pinch, or inflict other forms of corporal punishment.
 - b) Use any substance in a child's mouth such as, but not limited to, soap, hot sauce, or vinegar.
 - c) Restrict a child's movement by binding or tying him or her.
 - d) Inflict mental or emotional stress, such as humiliating, shaming, threatening a child, or using derogatory remarks.
 - e) Deprive a child of meals, snacks, rest, or necessary toilet use.
 - f) Confine a child in an enclosed area such as a closet, locked room, box, or similar enclosure.
 - g) Use time out for children under 3 years old.
- (4) Reasonably appropriate discipline or restraint may be used to prevent a child from harming himself or herself, or to prevent a child from harming other persons or property, or to allow a child to gain control of himself or herself excluding those forms of punishment prohibited by subrule (3) of this rule.
- (5) This rule is not subject to the variance specified in R 400.1963.

Technical Assistance

Discipline involves helping a child gain control over his or her behavior, not just getting a child to "mind." The caregiver is responsible and accountable for:

- Describing in the written policy how caregiving staff will manage children's behavior by using positive methods of discipline and encouraging children to develop self-control.
- Assuring that the policy addresses the methods that are appropriate for children of different ages and levels of understanding.
- Assuring that the policy states that physical punishment and all other prohibited methods will not be used even if the parents give permission.

Per R 400.1907(1)(b)(i), parents must receive a copy of the written discipline policy. The Child in Care Statement/Receipt (BCAL-3900) is used to verify the parent's receipt of the discipline policy.

Per R 400.1906(1)(g)(iii), assistant caregivers must also receive a copy of the written discipline policy.

Discipline involves helping a child gain control over his or her behavior, not just getting a child to "mind". Positive discipline methods will help guide a child toward self-discipline and independence. Positive methods of discipline include:

- Redirecting the child from an unacceptable activity to a constructive one.
- Offering alternative solutions to the problem.
- Removing the child from the source of the conflict.
- Involving children in solving problems.
- Assuring there is a relationship between the behavior and the discipline.
- Tailoring a method of discipline to the individual child.

Time-Out

Time-out should only be used to stop aggressive behavior or to allow angry or upset children to calm down. Use time-outs only as a last resort to help the child gain a better sense of self-control. When using time-out, caregiving staff must assure:

- Their expectations of the child's behavior are realistic.
- Consequences immediately follow the child's behavior.
- Children are not humiliated or made to feel threatened or afraid.
- The time-out does not last longer than it takes for the child to calm down.
- Children remain supervised at all times.

Note: Time-out is not an appropriate discipline technique for children under three years of age. Consultation The following publications are available on the

If it becomes necessary to restrain a child for his/her own or other's protection, holding the child as gently as possible is acceptable. Children shall not be physically restrained longer than necessary to control the situation. Examples of inappropriate restraint include but are not limited to:

- Holding a child with undue physical force.
- Holding a child down on a sleep surface with hands or feet.
- Sitting on a child.
- Any physical restraint for the purpose of discipline or punishment, especially with ropes, scarves, belts, ties or straps.

CHILD CARE LICENSING BUREAU AND LICENSEE PARTNERSHIPS

Licensing consultants and licensees partner together to ensure programs and facilities meet state requirements and provide children in care a safe environment and enriching programming. There are times when the licensing consultant and licensee need to work closely together on a tough issue to create a positive outcome. MCCM will highlight one of these partnerships in each issue by sharing an interview between licensing and a licensee.

Below is an interview between licensing consultant Kimberly Brown and Deata McLemore, licensee designee for Bottles-N-Backpacks CDC in Washtenaw County. Kimberly and Deata discuss the importance of a strong working relationship between a consultant and a child care provider, and how it affects the day-to-day operation at a child care center. Below is their story.

Thanh Biehl (LARA)

Can you please tell me of a time when you both had to work together to resolve an issue, and how did that affect your relationship?

Deata McLemore (Bottles-N-Backpacks CDC)

I'm constantly nagging Ms. Brown! I will call her whenever a situation arises, and I just don't know how to handle it. I had a situation in which I had to disenroll a child due to the actions of the parent. I just wanted to know how to proceed as far as not allowing them to come back and what I should do as far as whether I should call authorities because the parent was very, very upset. My staff member was visibly shaking. I just wanted to know how to handle that situation.

There are so many times that I don't know everything; it's not spelled out in the rulebook. Real life situations- it's not easy. Life situations that can't be checked off in the rulebook. What am I supposed to do to maneuver through this situation?

Thanh Biehl (LARA)

Kim, tell me how you assisted Deata with the situation.

Kimberly Brown (LARA)

I remember all the details. It was an irate parent that came in and was angry, cussing at the staff, and being very threatening. Deata called and asked how to handle it. So, we went through her policy regarding disenrollment.

I told her to document everything that happened with the parent and with the authorities, with what was said and done.

Deata McLemore (Bottles-N-Backpacks CDC)

Yes, the parent didn't try to come back so it went smoothly.

In the beginning, I used to be so scared to see [the licensing consultant] coming. Then I realized, OK, she is here to help. She is here to make sure that we're doing the things we're supposed to do and to assist in areas that we need assistance.

-Deata McLemore

Kimberly Brown (LARA)

I was thinking too about relationships and how things have changed between Deata and me, as I was her licensing consultant when I first started as a consultant in 2011. Deata had one center and now she has two centers. We've gone through the years and Deata reminded me of something when I was completing her renewal at her center on Michigan Ave because I was complimenting her on her paperwork. It made me think about how I've grown as a consultant over the years, because when I first completed a renewal for her, when she was over on Clark Rd at Ford, I was trying to go through the paperwork, and it was not at all in order.

Kimberly Brown (LARA) and Deata McLemore (Bottles-N-Backpacks CDC) (Both laugh)

Kimberly Brown (LARA)

I remember looking at the files and there was nothing in them. She never forgot. I forgot that I said this, but I went through the paperwork, and I said this is pitiful.

Deata McLemore (Bottles-N-Backpacks CDC)

Pitiful. And that rang in my head every time. I was on a mission from that time on to do better because I felt like it was such a disappointment. I thought, this is just a mess, and it was.

Kimberly Brown (LARA)

But we worked through it. I gave her checklists and ways to do things differently; how to stay on top of it.

Deata McLemore (Bottles-N-Backpacks CDC)

And I remember too because I used to live right around the corner from the center. So, I would take files home. And I think the day Kim came, it was like half the files were at home.

Thanh Biehl (LARA)

Deata, how would you describe the relationship with Kim throughout the years?

Deata McLemore (Bottles-N-Backpacks CDC)

In the beginning, I used to be so scared to see her coming. Then I realized, OK, she is here to help. She is here to make sure that we're doing the things we're supposed to do and to assist in areas that we need assistance. That's why I started calling her all of the time; just to ask if I'm doing this right or what should I do? I had to lean on her as support and not as a fear. I had to keep thinking, OK, consultants are not trying to come in and shut you down. They're trying to help.

That's when I changed my mind frame using all the pointers, those checklists. I love the checklists because they help so much. I can literally go down the checklist, other than the real-life situations, and check them off. I can make sure that I am hitting everything that I am supposed to hit. Checklists and binders- I have binders from the principal of the school district that we were in at the time. I walked in her office one day and it was a wall of binders with everything labeled. And I said, I'm doing that.

I've been on a mission to have checklists and binders for everything. I appreciate Ms. Brown so much because she has helped so much over the years.

Kimberly Brown (LARA)

It's been a long time. Yeah, 11 years.

I see us having a good working relationship. I've been able to ask her about how she does things. Deata is very creative with things that she's implemented in her centers. They were doing a financial literacy series for the younger kids, and different things like that that I have found helpful.

We're able to talk through things that we have to address, especially rule violations. I am able to tell her if it is something that is not supposed to be going on and ask, "What can we do to make sure it doesn't continue?"

I think it's important to develop good working relationships with providers and for them to see us not in a punitive role. If there is a violation, if there is something that goes wrong, we're able to work together as a team to make sure to be in compliance with the rules, to do things to help improve the center and to look for things like free trainings or giving information, I think that that's important.

Deata McLemore (Bottles-N-Backpacks CDC)

I feel the same. I'm just grateful for the relationship because it has helped us improve our center vastly - to be able to have that support to be able to call and ask questions, and to be able to ask for resources. So, thank you. I say thank you to you because you are a part of why our center is where it is today. So, thank you so much.

The Importance of Appropriate Discipline

We all know how difficult it has been to find qualified child care staff members to work in your child care. Child care is an extremely difficult job with much responsibility. Many applying to work in child care are inexperienced. These new, inexperienced child care staff members are not always aware of age-appropriate discipline techniques. The less experience a child care staff member has, the more likely they are to use inappropriate and even prohibited discipline. Not only is it important to sufficiently train the child care staff members in age-appropriate discipline techniques, it is essential to specify what type of discipline is inappropriate, such as time out for a toddler, and even prohibited, such as spraying a child with a water bottle to get their attention.

When hiring a new child care staff member that does not have any experience, it is a requirement to familiarize the staff with your facility's policies and procedures to train them in age-appropriate discipline practices. LARA's [Positive Discipline Guide](#) covers age-appropriate discipline techniques and includes specific examples of positive discipline and proper usage of time out. There is also a video entitled [Positive Methods of Discipline Video](#) that can be viewed by new staff members. Both resources are available at our website www.michigan.gov/michildcare under "Licensing Resources" and "All Resources" near the bottom of the website.

Some effective discipline techniques include:

- Redirection – Telling a child what they can do is a form of redirection and is much more effective than just telling a child what they can't do. Redirection can be used with all ages.
- Choices – Children respond better to choices instead of demands. Make sure the choices you give are ones you can agree to. Asking a child if they want to nap is not a choice but asking a child which stuffed animal they would like to nap with is.
- Natural Consequences – This is effective in letting a child see that their actions result in consequences, such as breaking a toy will mean that that toy will not be available for the child to play with.
- Modeling Appropriate Behavior – Children imitate what they see other children and adults do even more than we are aware of. When working with mixed age-groups it is important that older children are not allowed to display non-acceptable behavior, such as name-calling and not keeping their hands to themselves.
- Reasonable and Enforceable Rules – Rules must be clear, consistent and age-appropriate. It is not reasonable to expect a toddler to not touch an exposed electrical outlet just because you told them not to.

GET TO KNOW US – QUESTION OF THE MONTH

Ever wonder about child care licensing staff outside of work? Get to know the staff with a fun question each month.

How do you prepare for Back to School?

Rebecca Wagster – Southwest Region

- My family prepares for back to school by purchasing school supplies and going to bed at an earlier time the week prior. I make sure the fridge and cupboards are stocked with foods my children can pack in their lunches and all forms and permission slips are signed. Bags are packed, lunches are made and clothes are set out the night before school begins.

Jessica Rindfleisch – South Central Region

- Back to school is a busy time for me as both a licensing consultant and a mom of three school aged children. It involves more use of my planner as I try to keep everything organized and make sure that things are getting accomplished timely. We focus on getting on a good sleep schedule so that we are all ready for the adventure that back to school brings.

Alicia Wiggins – Pontiac Region

- For my children's last summer fun outing and to prepare for back to school, my friend and I take our four children to an indoor water park a week before school starts. I also enjoy one of my favorite hobbies...shopping. I buy my children school clothes and school supplies. To get my children back into a school sleep routine, my children start going to bed and start waking up an hour earlier about two weeks before school starts.

Latanya Ellington – Detroit Region

- When preparing for back to school. I start by looking on my school's website for any updates, school supplies lists, and the school calendar. I read Facebook posts from the PTO and the parents in my Facebook group and keep a close eye on my email. I also go school shopping for new clothing, shoes, and supplies. After all this, I begin to mentally prepare myself for the end of summer, relaxed schedules, and long summer days. I try to end the summer with a family trip, as we prepare for back to school.

Lisa Bush: - Grand Rapids Region

- My kids and I get their lists of school supplies and we head to Target. We attempt to get everything on the list but usually end up at multiple stores to complete our back- to- school shopping.

Mike Skonieczny – Gaylord Region

- For work: I look ahead to the next couple of months and try to anticipate the needs of my providers and reach out to see if I can do anything before everyone gets busy.
- For my children, we take them school supply shopping and find the perfect first day of school outfits!

Amanda Wendell - Northwest Region

- My son is 13, so preparing for back to school mainly consists of making sure his backpack is still in good shape and that his shoes fit! We also try to complete all of the items off our summer bucket list. This year, it includes going to Chicago for a Bears game (he's a huge fan), him going to Michigan's Adventure with his friends a couple more times, at least one more sunset at the beach after ice cream for dinner, and one more time blueberry picking. We try to enjoy every last minute before school and sports start.

Erin Kidd - Flint Region

- We start preparing for back to school in late July and early August. My children attend a school on a balanced calendar, so the school year starts in Mid-August. I spend time with each of my two children and they each get an individualized shopping trip to pick out new outfits, school supplies, shoes, and a backpack. We spend the entire day together, they get to pick out lunch at a restaurant, maybe a trip for ice cream late in the afternoon. We attend their school open house before school starts so that they can meet their new teacher, see their new classroom, and see what friends will be in their classroom. My daughter likes keychains on her backpack, so I purchase a new keychain for her backpack to surprise her with on the first day of school. This year my baby starts kindergarten, he has a new special keychain waiting for his first day of school along with his big sister.